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ABSTRACT

Designed in response to the need for public relations education to produce well-trained, culturally sensitive practitioners for the workforce and the marketplace, an innovative semester-length course was launched in fall 1990 at Florida International University to enable public relations graduate and undergraduate students to explore the multicultural dimensions of communication with diverse audiences in the United States and abroad. The course's first segment--Cultural Awareness and Sensitivity--contained three training modules: Culture and Cultural Context, Intercultural Communication, and Myths and Stereotypes. Structured exercises in small groups and class discussion focused on these issues. The course's second segment--South Florida: America's Boiling Pot--featured a wide range of speakers representing Greater Miami's ethnic communities, and in addition to identifying issues of importance, allowed students to identify the communication channels appropriate in reaching the different groups. The third segment of the course--Intercultural/International Communication--used a series of guest speakers, assigned readings, and in-class exercises to explore how public relations activities are conducted outside of the United States. Assignments included preparing an annotated bibliography on issues of multiculturalism; researching and writing a 20-page briefing paper on subjects of concern to 6 discrete ethnic groups; and developing a public relations campaign targeted at a minority group. Overall, student evaluations have been positive. (Nineteen references and an appendix containing the course syllabi and assignments are attached.) (SR)

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Multicultural Communications: Sensitizing Public Relations Students to Multicultural Society

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Multicultural Communications: Sensitizing Public Relations Students to Multicultural Society

ABSTRACT

Based on present and future population trends, multicultural communications appears to be the direction of the 1990s. Communicating in a culturally diverse world requires knowledge, skill and ability. This paper presents a description of an innovative new semester-length course for public relations graduate and undergraduate students which explores the multicultural dimensions of communication with diverse audiences in the United States and abroad. The course was designed in response to the need for public relations education to produce well-trained culturally sensitive practitioners for the workforce and the market place.

Introduction

The proliferation of public relations agencies and departments lets us know how important the field has become during the last decade. Over the years, little if any serious thought has been given to the demographic makeup of the public relations profession or the audiences with which they must communicate. According to Workforce 2000, a massive report prepared by the Hudson Institute, audiences/publics are going to change drastically in another nine years. Public relations practitioners must be prepared to communicate with these diverse audiences.

Students majoring in public relations, 70% of whom currently are female, should be prepared to interface with African-Americans, Latinos, Asians and Native Americans (ALANA) when attempting to disseminate information. More importantly they should be prepared to generate accurate and comprehensive information about people of color and should be as acquainted with multi-ethnic and ethnic media as they are with the general media.

The ideal "renaissance" practitioner must have an understanding of the implications of cultural differences in an increasingly fragmented society and interdependent world (Walker, 1988). Well-trained, culturally-sensitive public relations practitioners will be extremely valuable to organizations in the next decade.

In its purest form, public relations is defined as managing communications between an organizations and its publics. To effectively practice public relations in our diverse, multicultural world, public relations practitioners must first be taught how to:

* Become more culturally aware and more sensitive to diversity.
* Identify issues of salience to multicultural groups.

* Develop and support programs designed to alleviate some of the problems faced by multicultural groups.
* Develop messages that are tailored for individual multicultural groups.
* Use appropriate channels to reach these multicultural groups.
* Counsel their future managements and clients on the value of accepting and understanding diversity in the work place and in the marketplace.
* Become comfortable doing business across cultural lines.

With these and other issues in mind, the author set out to develop a course for graduate and senior-level undergraduate public relations students that would expose them to and provide training in multicultural communications. In Fall 1990, Multicultural Communications, (PUR 5406) became a reality. Initially begun as a graduate-level seminar, the course examined the nuances of cultural characteristics and behavior that enable a public relations practitioner to more effectively communicate various messages. The impact of culture on communications was also studied, as well as the ways in which perception, prejudice, myths and stereotypes shape attitudes.

The author was also motivated by the need for schools of journalism and mass communication to address issues beyond the traditional conception of public relations. It seemed appropriate at the time that a course like this be introduced at FIU since Miami is a microcosm of the United States and other parts of the world.

Methodology

After a thorough review of the literature on multicultural communications, race and ethnicity, intercultural communications, and other pertinent topical areas, the author reviewed syllabi from sociology and anthropology departments at colleges and universities across the country. A majority of the courses which dealt with the subject matter in question did not include information about communication. An informal telephone survey of 50 accredited schools of journalism and mass communication determined that at least 27 of them currently offer a course in multicultural communications. A review of syllabi from the multicultural communications courses offered at 20 of those schools pointed to the need to include information about minority writers, multi-ethnic media, cross-cultural communication, intercultural communication, and contemporary issues in a course of this type. From discussions with faculty who taught similar courses, it was determined that to create an environment where students can take an active role in the course, a seminar format would be more appropriate.

It was also determined that students enrolled in the course should have minimally completed an introductory course in public relations and public relations campaigns, be familiar with the RACE, ROPE and or Strategic Public Relations Ten-Step Process (Broom and Dozier, 1989), and have read or be familiar with the Grunig Theory of Publics (Grunig and Hunt, 1984).

A host of textbooks was reviewed before one required and two recommended texts were selected as follows: Race and Ethnic Relations: American and Global Perspectives, 2nd Edition (1990) by Martin N. Marger (required), Intercultural Communication: A Reader, 5th Edition (1988) by Larry A. Samovar and Richard E. Porter, and Majority and Minority: The Dynamic

of Race and Ethnicity in American Life, 4th Edition (1985) by Norman R. Yetman (recommended).

Course Development

To achieve the objective of creating practitioners trained in multicultural communications, it was decided that the course should be divided into three segments: Cultural Awareness and Sensitivity, South Florida: America's Boiling Pot; and Intercultural/International Communication. Copies of the course syllabi and assignments may be found in Appendix A.

Cultural Awareness and Sensitivity

The concept of Cultural Awareness and Sensitivity is a reaffirmation of the truth which many people already know; in our interdependent communities, different people must learn to get along with each other to solve common problems and satisfy common needs inherent in community life. The understanding that cultural awareness and sensitivity is a concept as well as a process can be useful in effective implementation of public relations goals and objectives. Three training modules were designed for this segment of the course.

Module I, Culture and Cultural Context, was developed to help students examine cultural and interpersonal relationships as they function in the work world. Particular emphasis was placed on understanding cultural characteristics and behavior. At the end of this module, students should be able to define culture; define multiculturalism; understand culture, race, and ethnicity from different perspectives; be aware of the value of culture; recognize the negative attitudes about cultures which foster inappropriate behavior; and show and experience the

commonalities of participants' different cultures.

The assumption that cultural sensitivity reduces prejudice and induces respect and encourages non-stressful interaction between members of different cultures was presented. For aspiring public relations practitioners, this aspect of the course increases intracultural appreciation and paves the way for achieving course objectives.

The process of developing cultural awareness and sensitivity required that the students enrolled take an active role in developing a state of mental alertness to the variations in the way people think, feel, act, and communicate. This process began with students defining their own cultural heritage and examining their own values and assumptions, then learning how these affect their relationships with others, particularly with cultural groups other than their own. The process of cultural awareness then continues as they develop habits of dealing with everyone as individuals rather than stereotypes of their groups. In the process of developing awareness and sensitivity to the variety of ways people view the world, participants gain the added benefit of enhancing self-knowledge, and increasing their sense of objectivity.

This module hinges on the fact that culture--the habits and customs of people--is acquired knowledge used in interpreting their own world and in generating social behavior. Culture is dynamic, and can be learned, modified or altered. Culture is a concept people do not often think about, nor are they aware of why they do things a certain way. No matter how different others may seem, however, people's ways are not incomprehensible. Their behavior reflects the system of logic unique to their cultural group and can be studied and understood in that context.

Developing cultural awareness and sensitivity is critical to multicultural communications

and effective public relations. It is critical because the major focus of the course included, but was not limited to, these cultural groups: African-Americans, Hispanics/Latinos, Native Americans, Asians and Pacific Islanders, each of which has a distinct and identifiable cultural heritage. Other cultural groups will also be investigated. Culture and ethnicity, though analytically distinct, are closely related. Indeed, culture is frequently interpreted through ethnicity.

Module I also provides the students with an opportunity to experience each other's culture. Following a presentation of definitions and concepts, participants are asked to take part in a series of structured activities. One of the activities is a structured exercise in which participants are asked to select a partner--a person who appears different from them (in general, ethnicity, race, etc.). The partners interview each other, focusing on the dominant racial/culture identities of the different groups represented and/or being studied; the earliest recollection of this racial/cultural group and any positive and/or negative encounters experienced while growing up because of this identity; and what the impact on these factors on their career, specific job, or education. The process is then reversed. The participants should introduce their partners to the rest of the class using the information learned.

Another structured exercise entitled "Circle of Culture" allowed students to experience their own cultural identity, increase awareness of other cultural groups, discover similarities and differences across cultures relative to the dominant culture, and reinforce awareness of influence on behavior. The segments of the circle should be completed by each participant individually. After completing the circles, the participants form triads with group members whose cultural heritage is different from their own to share and discuss each cultural description,

differences/similarities, and the influence of cultural heritage on individual participants. The large group is reconvened for a discussion of the similarities and differences encountered; the value of cultures; negative attitudes about culture and how they foster inappropriate behavior; the external influences that impact on culture; and how the influences produce the behavior we observe.

Students were asked to participate in one final group exercise before moving on to the next module. The instructor brings in artifacts representing various cultures and countries. Participants are instructed to form groups of five or six and indicate the country/culture of origin for each of the items displayed. Each group can obtain information from the other groups. Participants are given 30 minutes for this exercise. The group with the most correct answers is given extra credit points.

Following this closing exercise, the instructor summarizes the module, emphasizing the idea that individual cultural identity is a dynamic process which operates in transactions among people of different cultures. Recognizing that people problem-solve and manifest behaviors according to cultural learning, participants should use the information learned here as the grist for further considerations as they develop communications for multicultural audiences in the workplace and the market place.

Module II, Intercultural Communication, is designed to examine the impact of culture on communication. Particular emphasis is placed on presenting the impact of language, verbal and non-verbal, on intercultural interaction. At the end of this module, students will be able to define communication,intercultural communication, dialect, prejudice, and perception. Students should also be able to explain the differences between perception and reality, and describe the

comfort and discomfort level created among and between cultural groups when some of the students are communicating in a language they don't understand.

The instructor introduces the module by encouraging students to consider the potential barriers to communication among individuals from different cultures. A group definition of communication is solicited and group members are asked to identify factors that may impact on communication between people. In a structured exercise students are asked to break into dyiads to list all the words, phrases, or communications styles which group members find to be blocks to effective communication with ALANA group members. Participants are also asked to identify at least three personal communication factors which obstruct effective cultural communication. Once the larger group is reconvened the lists are discussed. Participants are also asked to recognize that people solve problems and manifest behaviors according to cultural learning. How this behavior is exhibited (verbal/nonverbal) affects the process. The module concludes with a more focused discussion on developing strategies to overcome trigger words, phrases, and actions that negatively impact our own intercultural communication. Five facts which influence intercultural communication are summarized.

Module III, Myths and Stereotypes, was designed to help students become aware of how perceptions, prejudice, myths, and stereotypes shape attitudes and to explore participants' attitudes about ALANA group members. At the end of this module, students will be able to define prejudice, myths, and stereotypes. They will be able to give at least three examples of myths about ALANA group members, identify behaviors that may evoke negative stereotypes about ALANA groups members, discuss at least one strategy to use in approaching someone who has accepted a negative stereotype about members of ALANA groups, identify one type of

behavior that conflicts with the students' values, and identify at least two possible outcomes for persons who are stereotyped by the institutions of which they are a part.

The purpose of this module is to make students aware of how myths and stereotypes shape attitudes about other cultures. It also examines the process of behavior and how behavior toward others is shaped by this process, and how myths and stereotypes reinforce prejudice that ultimately leads to discrimination.

The module begins with an overview of pertinent definitions and concepts. In one of the structured exercises, participants are asked to break into groups and list and identify at least three examples of myths and stereotypes as they relate to ALANA group members. Before reconvening into the larger group, participants are asked to prepare a three-minute skit in which each member must portray stereotypical behavior of a cultural group other than his/her own. Skits focus on situations which occur in the workplace and or in everyday life. A collection of videotapes is aired during this module, including, "Beyond Hate" with Bill Moyers, "The Color of Your Skin," and "Cultural Communication: A Video on Media Stereotypes." The large group is reconvened and each list developed by the smaller groups is read and discussed.

A discussion takes place on the subject matter of the videos in relationship to myths and stereotypes and other pertinent issues and the session ends with a summary of how myths and stereotypes reinforce prejudices that lean to discrimination and labeling of ALANA group members. These perpetuate certain attitudes which dictate subsequent behavior.

Assignment One

During the Fall 1990 offering of Multicultural Communications, Assignment One required students to develop a campaign using the Strategic Public Relations (Ten-Step) Process, designed to increase awareness among ALANA groups members on one of three issues: Organ Donations, Recycling, and Aids Prevention.

Assignment One during the Spring 1991 offering of Multicultural Communications asked students to complete an annotated bibliography of readings from research journals, periodicals, and major newspapers on the following subject areas: diversity, cultural diversity, multicultural diversity, intercultural communication; prejudice, myths and stereotypes; culture and the cultural context; cross cultural groups, cultural differences; ethnocentrism, cultural heritage; discrimination and ethnicity in the United States. Although the assignment requires the student to have a total of 25 citations, there must be at least one citation in each topic area.

South Florida America's Boiling Pot

Miami is considered to be a microcosm of the United States and the world. It also has a wealth of culture-specific subject matter experts who can be invited to make presentations. The course, therefore, featured a wide range of guest speakers representing Greater Miami's ethnic communities. Speakers were asked to cover the origin of the ethnic/cultural/racial group in South Florida and issues of concern to this group locally and nationally for about an hour, including time for questions.

Among the guest speakers for the course were David A. Rosemond, director of cultural diversity for the United Way of Dade Country and former 1990 Census Manager in Dade

County; Mohammed Humaludin, managing editor of The Miami Times, the fifth largest newspaper in the country serving an African-American community; Jose Cruz, founder and director of the Cuban-American Coalition, a group that favors dialogue with the government of Cuba; Henri-Robert Lamothe, executive director of the Haitian American Task Force, Inc., an economic development organization serving the Haitian community; attorney H. T. Smith, an organizer and spokesperson for the black tourism boycott of Miami; Dr. Marvin Dunn, Florida International University professor and author of The History of Blacks in Miami and 1980 Miami Riots; Dr. Lisandro Perez, director of the Cuban Research Institute at Florida International University; Sang Wang, executive director of the Asian American Federation of Florida; Pat Jaigle, director of the Seminole Indian Reservation; Phyllis Ernest, assistant state director for the American Association for Retired Persons; Mrs. Johnnie McMillon, executive director of the Miami Branch of the NAACP and Bennet Bramson, director of commerce and professions for the Greater Miami Jewish Federation. After each presentation students were encouraged to ask questions of the presenters. The guest speakers answered many tough questions about multicultural diversity in South Florida. All expressed a willingness to participate when the course is offered again.

This segment of the course also allowed students to identify the communication channels appropriate in reaching these groups. In addition to identifying issues of importance, the guest speakers also referred students to other organizations locally and nationally that could provide additional information on their ethnic/cultural/racial groups.

Assignment Two

At the end of this segment students were required to prepare a 20-page briefing paper on the top three issues of concern nationally and locally to African-Americans, Asians, Latinos, Haitians, Jews, the elderly, and Native Americans. They were also asked to include the appropriate communications channels they would use to reach these groups locally and nationally. No evaluation or analysis was required; however, the assignment requires that students should make certain that each issue was discussed in detail, and that a rationale for issue selection be included.

Intercultural/International Communications

A series of guest speakers, assigned readings, and in-class exercises was used in this segment of the course. Representatives from corporations, agencies, and nonprofit organizations which specialize in servicing audiences in Central and Latin America, South America, the Caribbean, Europe, and Japan were asked to speak to the class. A joint session was held with students from the International Advertising Seminar. After previewing a number of international advertising spots and publicity campaigns, students engaged in a dialogue about the public relations implications of each product and company. Guest speakers for this segment provided a number of visuals and discussed specifics about how public relations activities are conducted outside of the United States.

Final Project

During the Fall 1990 offering of Multicultural Communications, the final project asked students to propose a program to break the impasse involving the black tourism boycott of Miami and achieve the boycott goals. The final project during the Spring 1991 offering required students to develop a campaign designed to increase awareness among ALANA groups members on one of four issues: organ donations, recycling, aids prevention, and U. S. Immigrations policies. Both projects required students to use the Strategic Public Relations (Ten-Step) Process.

Conclusions and Recommendations

Overall, positive comments have been received about this course. It appears to have been well-received by the students enrolled. Students who completed the course in 1990 and 1991 stated that they had a greater understanding of themselves and the issues important to other people, and they felt more equipped to communicate with diverse audiences. Initially the course had 19 participants; 45 students enrolled the second time the course was offered. The size of enrollment increased significantly because senior-level undergraduates were given an opportunity to take the course.

Student evaluations after each course offering averaged 4.5 on a five-point scale. Written comments suggested that more emphasis should be placed on the intercultural/international aspects of the course. As a result of earlier comments, the intercultural/international section has been greatly enhanced for the second offering. Multicultural Communications as it is currently

being taught has expanded on the group participation concept. Students appear to like the diversity of working in dyiads and triads in structured in-class assignments. They also seem to welcome the opportunity for discussion and active participation. The reality-based assignments are also viewed as an attractive aspect of a course like this. The inclusion of guest speakers who are knowledgeable and willing to be candid in their remarks was also rated as a high point in the course.

Multicultural Communications as it is presently structured allows the instructor to tailor instructional segments, in-class exercises, and assignments to meet students' needs and the tenor of the locale in which it is offered. Segment Two, currently titled South Florida: America's Boiling Pot, can be adapted to accommodate the availability of subject matter experts, as well as to deal with issues which are prevalent in the local community. Course instructors can use university faculty or local professionals and opinion leaders as guest speakers.

Assignment Two and the final project do not have to be limited to the cases presented in this paper. The course instructor can develop practical "reality-based" cases which allow student to apply the concepts learned and demonstrate the skills acquired in the course. The focus must, however, remain on communicating effectively with multicultural audiences. It is recommended that Assignment One (annotated bibliography) should remain a part of the course, requiring students use the library to conduct secondary research on topic areas.

Preliminary results of a recent survey of 300 schools of journalism and mass communication (160 respondents) conducted by Kern-Foxworth (1991) indicate that the majority of communication educators agree somewhat that communications students should be trained to communicate with culturally-diverse audiences. A notable majority of the respondents felt that

a course on cultural diversity and awareness was somewhat important. A majority also expressed neutrality on the requirement of a course in multicultural communication; however, that same majority indicated that no such course was offered in their departments.

These results suggest that the academic arena is only mildly sensitive to the need to produce communicators who can effectively communicate in a culturally diverse world. That's frightening! If colleges and universities don't address the issue, who will? Well-trained, culturally-sensitive communicators will be extremely valuable in the next decade. Given the continuance of recent trends, the opportunities for such practitioners and for our profession should be unlimited.

Multicultural Communications was designed to help the public relations sequence address issues that go beyond the traditional conception of public relations. It can be revised so that it can be offered to journalism and mass communication students regardless of major. If it were offered as a part of the core curriculum in schools of journalism and mass communications, it could enable many programs to meet requirements stated in Standard 12 of the Accrediting Council on Education in Journalism and Mass Communications.

The public relations profession is at a turning point. The true challenge for public relations educators and practitioners is to be at the forefront of multicultural diversity. If people don't understand one another, how can they communicate effectively? While change for the better is always unsettling, the economic survival of the United States and the public relations profession depends upon it.

In its present state, Multicultural Communications has done more than what we hoped for our students and for the profession. It is offered as a model for public relations educators who are looking for ways to expand their present curricula to produce well-trained public relations practitioners. Multicultural Communications, PUR 5406, is a start--an opportunity to embrace diversity.

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APPENDIX A

PUR 5406, SYLLABUS

MULTICULTURAL COMMUNICATIONS

FALL 1990: Wednesdays, 6:25 - 9:05 PM

INSTRUCTOR: Prof. Debra A. Miller, APR

OFFICE HOURS: Posted outside of Room 120I, AC-II SJMC

Catalog Description: Explores the multicultural dimension of communication with diverse audiences in the United States and abroad.

Seminar Objectives: The multicultural fabric of the United states is rapidly changing. Demographics vary from market to market and city to city. As communicators we are challenged not only to keep up with the rapidly changing segments of the U. S. and world populations, but also to be aware of the nuances that can make the difference in effectively communicating various messages to these publics. This seminar will examine cultural and interpersonal relationships as they function in the work world. Particular emphasis is placed on understanding cultural characteristics and behavior. The impact of culture on communications will also be examined. Participants will become aware of how perception, prejudice, myths and stereotypes shape attitudes and to explore participants' attitudes about various publics.

Seminar Format: PUR 5406 is a graduate seminar. Graduate students are expected to think for themselves and to contribute to class discussions and exercises. The instructor will minimize lecturing in order to maximize the contribution of the seminar participants.

Required Text: Marger, Martin N., **Race and Ethnic Relations: American and Global Perspectives**, Wadsworth, Inc: Belmont, CA, 1985. Participants will be expected to read additional background materials outside of class. These readings will be distributed in class and others may be on reserve in the FIU and the SJMC Library. Details will be discussed in class. Students are encouraged to bring pertinent articles to class.

Tests and Grading: You will receive four (4) grades during the semester; two mini case studies, one group case study and a final exam.

PUR 5406, Fall 1990

Final Examination: It is important to determine how well you have learned the information presented in the seminar, how well you can think using that information and whether you can apply them to practical problems. A final, take-home essay exam will test that ability. The exam will given the last day of class. You are expected return the completed exam by 5:00 PM the day of the scheduled final. Other details will be discussed in class.

PUR 5406, Fall 1990

Class Schedule and Assignments
Text: Race and Ethnic Relations (RER)

CULTURAL AWARENESS AND SENSITIVITY

Date	Readings
August	
29	Welcome/Introduction/Seminar Overview.
September	
5	Culture and the Cultural Context. Cultural Heritage. RER Ch. 1-2
12	Myths and Stereotypes. RER Ch. 3
19	Intercultural Communications. RER Ch. 4-5
26	Demographic Impact of US Cultural Diversity United States Census Bureau Representative

"MIAMI" AMERICA'S BOILING POT

October	
	ASSIGNMENT #1 DUE
3	African Americans. RER Ch.7 Guest Speakers
10	Hispanics, Cubans Latin Americans. RER Ch. 8, 10 Guest Speakers
17	Jewish, Elderly. RER Ch. 6 Guest Speakers
24	Haitians, Jamaicans Guest Speakers
31	RER Ch. 9 Guest Speakers: Miami Boycott Representative

PUR 5406 FALL 1990

INTERCULTURAL/INTERNATIONAL COMMUNICATIONS

November

7	No Class
14	**ASSIGNMENT # 2 DUE** Guest Speaker: Greater Miami Convention and Visitors Bureau Representative
21	Thanksgiving NO CLASS

December

5	**FINAL PROJECT DUE -- THE MIAMI BOYCOTT CASE STUDY**

PUR 5406 ASSIGNMENT # 1 FALL 1990

You are the President of a small urban public relations firm in South Florida. While attending a recent PRSA chapter meeting you learned that the bi-county planning commission is releasing a Request For Proposals (RFP) for three public relations campaigns. They are:

* Organ donations
* Recycling
* Aids prevention

Each campaign should be directed toward four minority publics. They are: Asians, Hispanics, African-Americans and Native Americans. The deadline for submitting proposals is October 1, 1990. Your proposal should not exceed fifteen (15) pages and the Public Relations Strategic Planning Process (all ten steps) should be used.

With your present workload it is impossible for your small staff to submit a proposal for all three campaigns, so you decide on one. The budget for each campaign is $250,000 to be used over a three-year period. The population for the two counties in the service area is 4.5 million with the following demographics:

Asians	15%
Hispanics	25%
African-Americans	25%
Native Americans	10%

You have an ethnically and culturally diverse award-winning professional public relations staff. Your greatest strength lies in the fact that everyone on your staff is required to know how to communicate with the target publics mentioned in the RFP.

Your firm has done work like this before. This is your firm's niche!! So let's get busy!!!!!

EXHIBIT 2–1
Public Relations Strategic Planning Process

Four-step process for public relations	Strategic planning process steps and outline for program plan
1. *Defining public relations problems*[1]	1. *The problem*
(Research)[2]	2. *Situation analysis*—background information, data, evidence
[The issue or opportunity][3]	A. Internal factors/forces
	B. External factors/forces
2. *Planning and programming*	3. *Program goal*
(Planning)	4. *Publics*
[Goals and objectives]	A. Who is involved/affected?
	B. How are they involved/affected?
	5. *Program objectives*—for each public
3. *Taking action and communicating*	6. *Action program*—for each public
	7. *Communication program*—for each public
(Execution)	A. Message strategies
[Implementation]	B. Media strategies
	8. *Program implementation plans*
	A. Assignment of responsibilities
	B. Schedules
	C. Budget
4. *Evaluating the program*	9. *Evaluation plans*
(Evaluation)	10. *Feedback and program adjustment*
[Evaluation and results]	

[1]Chapters 9–12 in Scott M. Cutlip, Allen H. Center, and Glen M. Broom, *Effective Public Relations*, 6th ed. (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1985), pp. 199–310.

[2]Categories of judging criteria for Public Relations Society of America "Silver Anvil Awards" in parentheses.

[3]Categories of judging criteria for International Association of Business Communicators "Gold Quill Awards" in brackets.

PUR 5406 ASSIGNMENT #2 FALL 1990

You are the vice-president of public relations for a multinational tobacco company headquartered in North Carolina. The CEO wants your staff to prepare a briefing paper on the top three issues of concern nationally and locally to African Americans, Hispanics, Haitians, Jews and the elderly by October 31, 1990. You've heard rumors that the company plans to increase its social responsibility efforts with these groups in the near future. You know from past experience that the CEO expects you to use references to validate what you've said.

This document should be double-spaced and 15 pages or less including references. No evaluation or analysis is required, however you should make sure that each issue is discussed in detail and a rationale for issue selection is included in the paper.

PUR 5406 FINAL PROJECT DUE 12/5/90

THE MIAMI BOYCOTT

Sparked by the dispute over Miami's snubbing of Nelson Mandela and the confrontation between city police and members of the Haitian community at Biscayne Plaza, unfair employment practices, the way it awards municipal contracts and its reponse to Black immigrants---Miami has a problem. A very old strategy has been employed--the boycott. The target is the very heart of Miami's economy: the tourist trade.

The results so far: an impasse. The boycott group led by H. T. Smith won't negotiate until Miami city officials apologize for not giving Mandela a key to the city. Mayor Suarez won't talk about Mandela at all. Meanwhile, at least twelve Black organizations have pulled conventions out of Miami, leaving the city $4.5 to $13.5 million poorer. The list has grown as news of the boycott spreads across the nation through letters from boycott organizers to national groups, articles in USA Today and the Wall Street Journal and statements by well-known Black leaders.

Something has to be done and your firm is just the one to do it. You are the President of a small urban public relations firm in South Florida. You have an ethnically and culturally diverse award-winning professional public relations staff.

Public relations colleagues from across the country have called to urge you to come develop a solution to the Boycott Debate. You've been in this community for years so you know all the "movers and shakers." You don't have time on your side, but you've never been one to pass up an opportunity to improve Miami's image and make a few dollars. This is just the type of problem that will guarantee your firm a "Silver Anvil."

Using the Strategic Public Relations Process (10 steps) you develop a plan to end the boycott and achieve the boycott goals. Money is not an issue at this point, but you know where to get it to do what you need to do. The plan has to be implemented within the next 30-60 days. Remember **December 5, 1990** is the deadline for the proposal (15 page minimum), one page summary and 10-minute oral presentation.

Special note: This project may be done individually or in a group. Group size should not exceed three persons.

1/4/91

PUR 5406/4934, SYLLABUS

MULTICULTURAL COMMUNICATIONS

Spring 1991: Thursdays, 6:25 - 9:05 PM

INSTRUCTOR: Prof. Debra A. Miller, APR

OFFICE HOURS: TBA

Catalog Description: Explores the multicultural dimension of communication with diverse audiences in the United States and abroad.

Seminar Objectives: The multicultural fabric of the United states is rapidly changing. Demographics vary from market to market and city to city. As communicators we are challenged not only to keep up with the rapidly changing segments of the U. S. and world populations, but also to be aware of the nuances that can make the difference in effectively communicating various messages to these publics. This seminar will examine cultural and interpersonal relationships as they function in the work world. Particular emphasis is placed on understanding cultural characteristics and behavior. The impact of culture on communications will also be examined. Participants will become aware of how perception, prejudice, myths and stereotypes shape attitudes and to explore participants' attitudes about various publics.

Seminar Format: PUR 5406 is a graduate seminar. Graduate students are expected to think for themselves and to contribute to class discussions and exercises. The instructor will minimize lecturing in order to maximize the contribution of the seminar participants.

Required Text: Marger, Martin N., **Race and Ethnic Relations: American and Global Perspectives, 2nd. ed.**, Wadsworth, Inc: Belmont, CA, 1991. **Recommended Texts:** Yetman, Norman R. **Mahority and Minority: The Dynamics of Race and Ethnicity in American Life, 4th ed.**, Allyn Boston, MA: Allyn and Bacon, 1985, and Samovar, Larry A. and Porter, Richard E., **Intercultural Communication: A Reader, 5th ed.**, Belmont, CA: Wadsworth Publishing, 1985. Participants will be expected to read additional background materials outside of class. These readings will be distributed in class and others may be on reserve in the FIU and the SJMC Library. Details will be discussed in class. Students are encouraged to bring pertinent articles to class.

Tests and Grading: You will receive four (4) grades during the semester; class participation, one annotated bibliography, one briefing paper and a final project. All assignments should be typed. You are required to submit your assignments on the dates indicated. Late assignments will be deducted 10 points for every day you are late.

GRADING:

Class/Team Participation	75
Assignment #1	100
Assignment #2	100
Final Project	200
Total (Perfect Score)	475

Final Grade

A	475-455	C	391-371
A-	454-434	C-	370-350
B	433-413	D	349-329
B-	412-392	F	328-0

PUR 5406, Spring 1991

Class Schedule and Assignments
Text: Race and Ethnic Relations (RER)

CULTURAL AWARENESS AND SENSITIVITY

Date	Readings
January	
11	Welcome/Introduction/Seminar Overview.
18	Culture and the Cultural Context. Cultural Heritage. RER Ch. 1-2
25	Myths and Stereotypes. RER Ch. 3
February	
1	Intercultural Communications. RER Ch. 4-5
8	Demographic Impact of US Cultural Diversity David Rosemond, Director of Multicultural Diversity, The United Way of Dade County RER Ch. 6

"SOUTH FLORIDA" AMERICA's BOILING POT

15	African Americans. RER Ch.7 Dr. Marvin Dunn
22	Hispanics, Cubans Latin Americans. RER Ch. 8, 10 Dr. Lisandro Perez, Director Cuban Research Center
March	
1	Jewish Americans RER Ch. 7 Mr. Bennet Bramson Greater Miami Jewish Federation

PUR 5406, Spring 1991

March

5-8	**Spring Break**
15	Haitians, Jamaicans, Bahamians Mr. Henri Lamothe, Director Haitian American Task Force
22	**ASSIGNMENT #1 Due--Annotated Bibliography** Asian Americans RER Ch. 9 Mr. Sang Wang, Executive Director Asian American Federation of Florida
29	Native Americans Ms. Pat Jaigle Seminole Indian Reservation

INTERCULTURAL/INTERNATIONAL COMMUNICATIONS

April

5	Joint session with International Advertising class. Guest speakers from organizations in the U. S. who service clients or conduct business in the Carribbean, Central, Latin America and South America. RER Ch. 11
12	**Assignment #2 Due--Briefing Paper** Joint session with International Advertising class. Guest speakers rom organizations in the U. S. who serivce clients or conduct business in Europe, Japan and China. RER Ch. 12, 13 & 14.
19	**Last Class** **Final Project and Presentations Due**

PUR 5406 **ASSIGNMENT #1** Due March 22, 1992

Annotated Bibliography

Prepare an annotated bibliography of readings from research journals, periodicals and major newspapers on the following subject areas:

1. Diversity, Cultural Diversity, Multicultural Diversity
2. Intercultural Communication
3. Prejudice
4. Myths and Stereotypes
5. Culture and the Cultural Context
6. Cross Cultural Groups, Cultural Differences
7. Ethnocentrism
8. Cultural Heritage
9. Discrimination
10. Ethnicity in the United States

Use the APA style for the bibliography. Each annotation should include a short description/ summary of what the reading is about (a minimum of 25 words). Also indicate which of the topic areas the article falls under. You should have a minimum of 25 citations for undergraduate students and 30 for graduate students in your bibliography.

PUR 5406 **ASSIGNMENT #2** Spring 1991

Briefing Paper

You are the vice-president of public relations for a multinational company headquartered in South Florida. The CEO wants your staff to prepare a briefing paper on the top three issues of concern nationally and locally to African-Americans, Asians, Hispanics/Latinos, Haitians, Jews, and Native Americans by **April 12, 1992.** You've heard rumors that the company plans to increase its social responsibility efforts with these groups in the near future. You know from past experience that the CEO expects you to use references to validate what you've said.

Your CEO also wants you to include the appropriate communications channels you would use to reach these groups locally and nationally. This document should be double-spaced and a **minimum of 15 pages for undergraduate students and 20 for graduate students** excluding references. No evaluation or analysis is required, however you should make sure that each issue is discussed in detail and a rationale for issue selection is included in the paper.

PUR 5406 ASSIGNMENT # 3 Spring 1991

FINAL PROJECT

You are the President of a small urban public relations firm in South Florida. While attending a recent PRSA chapter meeting you learned that the bi-county planning commission is releasing a Request For Proposals (RFP) for three public relations campaigns. They are:

* Organ donations
* Recycling
* Aids prevention
* U. S. Immigration Policies

Each campaign should be directed toward four minority publics. They are: Asians, Hispanics, African-Americans and Native Americans. The deadline for submitting proposals is April 19, 1991. Your proposal should not exceed (15) pages for undergraduate students and twenty (20) pages for graduate students and the Public Relations Strategic Planning Process (all ten steps) should be used.

With your present workload it is impossible for your small staff to submit a proposal for all three campaigns, so you decide on one. The budget for each campaign is $500,000 to be used over a three-year period. The population for the two counties in the service area is 4.5 million with the following demographics:

Asians	15%
Hispanics	25%

African-Americans	25%
Native Americans	10%

You have an ethnically and culturally diverse award-winning professional public relations staff. Your greatest strength lies in the fact that everyone on your staff is required to know how to communicate with the target publics mentioned in the RFP.

You've been in this community for years so you know all the "movers and shakers." You don't have time on your side, but you've never been one to pass up an opportunity to make a few dollars. This is just the type of problem that will guarantee your firm a "Silver Anvil."

The plan has to be implemented within the next 30-60 days. Remember **April 19, 1992** is the deadline for the proposal. Be sure to include a **one page summary and be prepared to give a 10-minute oral presentation.**

Special note: This project may be done individually or in a group. Group size should not exceed three persons.

Your firm has done work like this before. This is your firm's niche!! So let's get busy!!!!!